DOCUMENT RESUME

ED 021 844 TE 000 560

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Pub Date May 67

Note- 4p.; Speech given at the Annual Convention of the National Council of Teachers of English (Houston, Texas, 1966).

Journal Cit- Conference on English Education Newsletter; n9 p3-6 May 1967

EDRS Price MF-$0.25 HC-$0.24

Descriptors- BEGINNING TEACHERS, ENGLISH, *ENGLISH EDUCATION, ENGLISH INSTRUCTION, LIBERAL ARTS MAJORS, MASTER TEACHERS, METHODS COURSES, *PRESERVICE EDUCATION, SEQUENTIAL APPROACH, STANDARDS, STUDENT TEACHERS, *STUDENT TEACHING, *TEACHER EDUCATION, *TEACHER EDUCATION CURRICULUM, TEACHER IMPROVEMENT, TEACHER QUALIFICATIONS, TEACHERS COLLEGES

Although many of the problems in student teaching are outside the control of the college and the college supervisor, decisive college action can greatly improve the quality of student teaching in English. First of all, the college should provide the courses necessary to make the student competent in English, and should arrange these courses in a meaningful sequence. Furthermore, the college English teacher should help the teacher trainees in his classes by functioning as a "master teacher," by allowing the students to criticize his methods of teaching, and by providing opportunities for student participation in teaching. Finally, each college should establish a course in English methods and should provide student teaching supervisors who are qualified in both English and education. (LH)

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THE ROLE OF THE COLLEGE IN IMPROVING THE QUALITY OF STUDENT TEACHING IN ENGLISH, by John E. Reedy, State University College, Buffalo, New York (Presented at the NCTE Convention in Houston)

It is true that many problems in student teaching are found in the cooperating schools and that many of these problems are beyond the control of the college and the college supervisor, but it would be wrong to place the whole burden of guilt for problems in student teaching upon the cooperating schools. If we as college teachers are honest, we will admit that there are problems in the colleges' teacher education programs in English --problems which not only reduce the quality of the student-teaching experience, but also lower the general standards of English teaching as a profession. Specifically, this paper will discuss five areas in which decisive college action would greatly improve the quality of student teaching in English.

1. Each college training English teachers should provide the courses needed to give the student a competency in English. It is pharisaical to criticize a high school teacher as being poorly trained because he fails to measure up to the latest NCTE criteria if the students we graduate this year fail to meet the same criteria. This problem is more real than theoretical; many college English departments do not have adequate programs in English. The NCTE report on The National Interest and the Teaching of English is very tangible proof. And if you will look at your own college program and those of your neighboring colleges, you will not find many of the NCTE recommended courses. I made such an informal survey of the catalogs of 41 New York colleges which train secondary school English teachers or offer an A.B. in English. My survey was confined to the colleges whose catalogs were available in the library of the State University College at Buffalo, except that I purposefully omitted the "big name" universities. Thus, I do not claim this survey to be random or representative. For comparison, the colleges are grouped in three categories: I. Ivy or near Ivy League; II. Small colleges, universities, and church colleges; and, III. Colleges and universities of the State University of New York. The data are presented in the following table.

Table 1. A Survey of 41 New York College Catalogs for the Number of Colleges Offering Certain Recommended English Courses

	I Ivy or near Ivy League (7 colleges)		II Small Colleges Church Colleges (21 colleges)		III State University (13 colleges)		Total (41 colleges)	
	No.	%	No.	%	No.	%	No.	%
Modern Grammar	1	14%	3	14%	7	54%	11	27%
English Language	5	71%	13	62%	11	84%	29	70%
Advanced Comp.	5	71%	20	95%	13	100%	38	92%
Literary Crit.	3	45%	12	57%	11	84%	26	63%
Adolescent Lit.	0	0%	5	24%	7	54%	12	29%

Undoubtedly, a survey of all the colleges of New York State would change these figures

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somewhat, but it seems safe to conclude that some colleges in New York State are negligent in providing the necessary courses for proficient English teaching, especially in modern grammar and adolescent literature. In addition, the NCTE study was based on required courses; this informal survey only states that the courses are listed in the college catalogs. We are all aware of the public relations aspect and padding of college catalogs, listing courses which are seldom taught and for which qualified teachers are not available. You would probably find similar omissions if you surveyed the catalogs of the colleges in your state. It is evident that the NCTE recommendations have not made a significant impression on some English departments. Possibly the English Teacher Preparation Study, with its broader base of sponsoring organizations, will be more effective.

2. Once a college has brought its course offerings up to date, it should establish a meaningful sequence of courses. Student teaching should come as a culmination of a student's work in English and education. It is particularly difficult to teach a course in English methods in which most students have not had the basic course in language, or adolescent literature, or even Shakespeare, since methods grow out of the content to be taught. This meaningful sequence of courses should be organized to help the student benefit from recency of experience. Education and English education courses prior to the junior year usually are busy work in the eyes of the students. The first two college years should be devoted to liberal arts, plus the beginning of the concentration in English. In the junior year, the student can begin in education and English education, culminating in student teaching during the senior year.

3. The teachers in the college English department should take an active interest in teacher education. Probably as college English teachers, we have often wished we could tell certain high-school English teachers how to teach composition or literature. And yet as college English teachers, we have failed to see the future high-school English teachers in our English classes. Very simply, there are at least three ways the college English teacher can be helpful:

1). Since a significant part of student teaching is the observation of a master teacher at work, the college teacher should be aware that many of the poor methods he despises in high-school teachers were learned from observing college English teachers. If each college teacher were worthy of being followed as an example, many problems of student teachers would be solved. The college supervisor finds himself in the unenviable position of implying criticism of his colleagues when a student answers: "But Dr. Blank teaches this way." The college teacher can be helpful by being a "master" teacher.

2). He should find out those students who are entering teaching and occasionally discuss his "methods" with them. As a master teacher, he knows that his "method" depends upon and grows out of the content being taught. Occasionally, he should give short, explicit explanations of his "methods." These explanations are necessary because many students cannot understand without an explanation. If the college teacher has taught English in high school, he could give suggestions for teaching similar material to high-school students. The mature college teacher should allow his students to criticize his teaching.

3). In most college English classes, the teacher can give opportunity for student teaching through individual and group participation. The teacher can criticize the student's "method" of presentation, as well as his content. By the time a student is ready for student teaching, he should be accustomed to being in front of a class. Such experience should start in Freshman Composition.

Such a three point program would not take much of a teacher's time, and, as an added benefit, the teaching of college English should improve. Such a program will not come into being without guidance from interested people. Here is an opportunity for supervisors of student teaching to become leaders in educational change.

4. Each college should establish a course in English methods. It is possible for a student to do student teaching in English without taking English methods. In the college catalog survey mentioned earlier, I also checked for a course in Teaching English in the Secondary School. Only one out of the seven "Ivy or near Ivy League" colleges, 18 out of 21 small or church colleges, and 11 out of 13 State University colleges offer such a course.

Some colleges offer only a generalized secondary education methods course. The students are expected to apply generalized methods to their subject-matter specialty, but we who work full time in English methods and supervision recognize the fallaciousness of this assumption, because we know experientially how hard it is for many English majors to adapt their content to high-school teaching in a specific English methods course. Such generalized methods courses violate the concept of quality education in that the teacher is often not qualified to help the student in more than one subject area. It seems impossible for one teacher to know the research in teaching and the subject matter for the many high-school subjects. A specific English methods course is essential for successful student teaching in English.

5. Each college should provide supervisors for student teaching in English who are qualified in both English and education. There is much diversity among colleges in their supervisory practices. In many schools, the supervision of student teachers seems to be considered substandard employment, a type of job anyone can do and one which no one wants to do. It is one area where graduate students are allowed to teach a senior course. (Imagine allowing or even suggesting that a graduate student conduct a senior seminar in literature, for example.) Some colleges, those having the generalized secondary methods course, also have generalized supervisors; whereas, I suppose some college English departments assign supervisors who have had little formal training in supervision or English methods. The education professor can evaluate the student's form in teaching but is inadequate to evaluate the content; the English professor is likely to err in the opposite direction.

It is wrong to simplify the problem: should the supervisor be a member of the English or education departments. It really doesn't matter which department he is in, but his training and his duties do matter.

His training: Since the doctorate is almost a prerequisite in most areas of college teaching, especially in English and education, an earned doctorate or the highly probable expectation of one should be considered as minimum if we are to raise English supervision to the quality level of liberal arts teaching. Specifically, the supervisor should have a minimum of a master's degree in English, with courses not only in British and American literature, but also in speech, oral interpretation, literary criticism, advanced and creative writing, the English language and grammar, and adolescent literature. In other words, he should be competent in English.

Likewise, he should be competent in education. Specifically, he needs to have attained from his formal work in education an integration of the philosophy, psychology, and content of education. In addition he needs specific training in the teaching of reading, tests and measurement, English methods, including an understanding of audio-visual methods and research in English.

He should have teaching experience in junior and senior high school.

His duties: He should not solely supervise student teachers. He should teach the English methods course, or take his turn at teaching it, and he should occasionally teach the adolescent literature course. In addition, each semester he should teach at least one English course. Freshman Composition and undergraduate literature courses are excellent, because they keep him aware of individual differences by seeing the cross-section

of college students, since his methods and student teaching students are generally a select group of juniors, seniors, and graduate students. Teaching these undergraduate courses keeps him a teacher of English, providing him with an opportunity to put his own theory into practice. It does not matter whether he is in the English or education departments; he should basically be a teacher of English.

In conclusion, you will recognize that I have not said anything new. It's been said before, many times, but we need to keep repeating it over and over until the colleges hear and act.

The issue at stake is greater than the improvement of conditions for student teaching in English; the underlying issue is the general improvement of English teaching as a profession. We need to realize that many colleges are doing a sub-standard job of training English teachers, and these poorly trained teachers pass the state certification standards. The NEA has a very effective system of sanctions which it applies to school systems that engage in unprofessional practices. Is not the NCTE through its state affiliates and the Conference on English Education large enough to apply similar pressure on colleges that fail to meet minimum professional standards in their English Education program?